



Office of the State Superintendent of Education

Early Learning Standards Implementation Rollout Strategy Feedback Session



February, 2013

Welcome

Welcome to the Early Learning Standards Implementation Rollout Strategy Feedback Session!



Introductions

OSSE Staff

- Eric Rosser
- Kayleen Irizarry
- Agneatha Wright
- Shaunte' Jones
- Dana Caffee-Glenn
- Diane Mason
- Patricia Irby
- Heidi Beeman



Agenda



Subject	Early Learning Standards Implementation Rollout Strategy Feedback Session	Date:	2/19/13
Attendees:	District of Columbia Early Learning Stakeholders	Time: Start	6:00pm
Location	Rehoboth Baptist Church Day Care	Time: End	8:00pm

Agenda Item	Topic	Allotted Time
1	Welcome <ul style="list-style-type: none">• Introductions• Agenda Overview	10 minutes
2	Purpose of Meeting	10 minutes
3	Early Learning Standards PowerPoint Presentation	60 minutes
4	Questions & Answers	30 minutes
5	Next Steps	10 minutes

Tonight's Goals



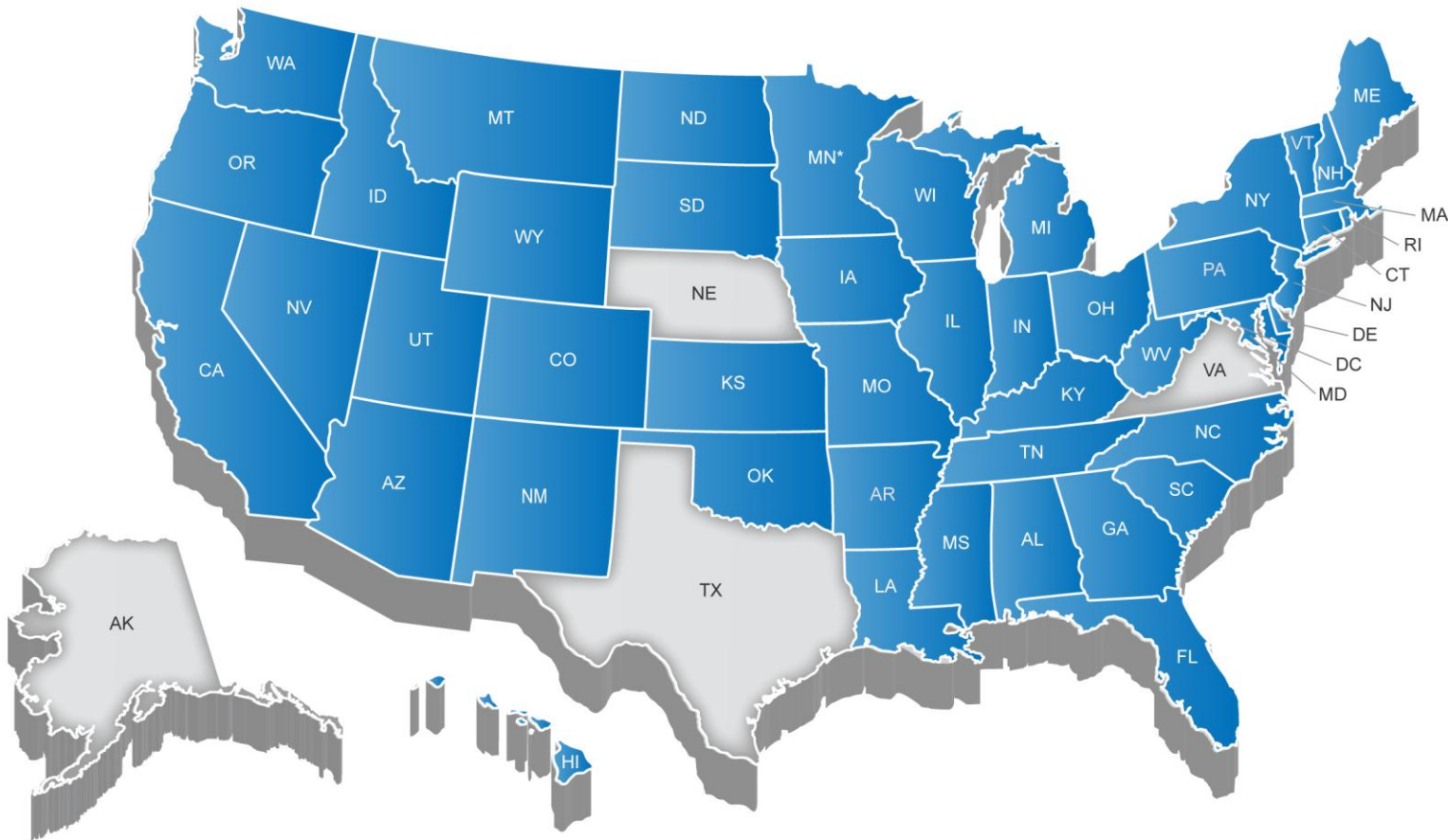
- To note the importance of the Common Core State Standards (CCSS) and their alignment with Early Learning Standards
- To share information about CCSS Aligned Early Learning Standards and Crosswalk
- To discuss OSSE's CCSS Aligned Early Learning Standards Implementation and Support plan.
- To gather feedback on OSSE's Implementation Strategy

What are the Common Core State Standards?

- The Common Core State Standards are educational standards in mathematics and English Language Arts (ELA) that ensure all students K – 12, have the skills and knowledge to be successful in college and/or career
- The Common Core is designed to provide clear 21st century goals for student learning.



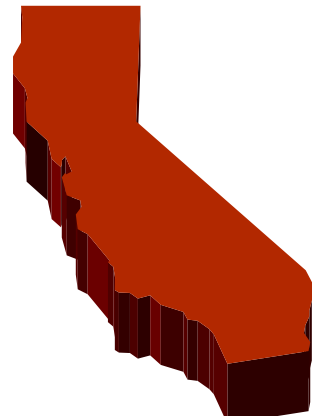
46 States + DC Have Adopted the Common Core State Standards



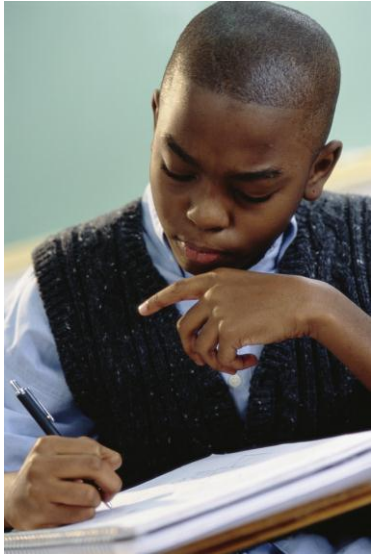
* Minnesota adopted the CCSS in ELA only

The Common Core State Standards

- The CCSS do **not** tell teachers **how to teach**, but instead provide a map of **what to teach** at each grade level.
- Now, if a family moves from DC to Los Angeles, the children will not have to adapt to new (as possibly less rigorous) standards



What is College and Career Ready?



- Independent thinking
- Strong content knowledge
- Comprehend as well as critique!
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

What are the Benefits of Alignment to CCSS?



- A child's development before kindergarten has a significant impact on their success throughout school
- A high quality pre-k prepares children to meet the rigorous standards expected of them in kindergarten
- School Readiness is a key concept in aligning Pre-K standards with elementary and secondary education standards since they can help measure important foundational skills for achievement in later grades
- Early Learning Expectations linked to K – 12 standards contribute to a more cohesive unified approach to young children's education

National Movement Towards Alignment



- Mass – Curriculum frameworks for Pre Kindergarten to 12th grade (adopted July 2010, crosswalk posted 2011)
- New York – Common Core Learning Standards P – 12 (adopted Jan. 2011)
- California – The alignment of the CA preschool learning foundation with early education resources (adopted 2012)
- Maryland – Common Core State Curriculum Framework (adopted June 2011)

Why Are Early Learning Standards Important?



Early Learning Standards provide practitioners with guidelines for designing and facilitating purposeful learning experiences and interactions for children. They also:

- Set universal expectations for what children should be able to do
- Communicate developmentally appropriate expectations for children
- Provide a continuum of expectations for learning and development from birth through age 5. ***The alignment with Common Core State Standards extends the continuum to grade 12.***

Early Learning Policy



Ensuring that children participating in District of Columbia early learning programs are better prepared for transitioning into the K-12 Common Core environment.

Ensuring that practitioners responsible for the education of young children in the District of Columbia are well equipped with the knowledge, tools, and best practices that will best prepare children for success in school and beyond.


Ensuring that families are informed so they will be able to make what they know is the best choice for their children regarding education.

What are the 9 Domains?


What are domains? *Areas of developmental learning.*

- Approaches to Learning/Logic and Reasoning
- Communication and Language
- Literacy
- Mathematics
- Scientific Inquiry
- Social Studies
- The Arts
- Social-Emotional Development
- Physical Development/Health and Safety

The CCSS Aligned EL Standards

Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
1. Asends and engages with curiosity	<p>1a. Uses all senses to explore <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.</p> <p><i>Supportive Practice:</i> Provide safe spaces and materials for infants to explore.</p>	<p>1a. Manipulates objects; observed and explores surroundings by using all senses <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in.</p> <p><i>Supportive Practice:</i> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"</p>	<p>1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.</p> <p><i>Supportive Practice:</i> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.</p>	<p>1a. Chooses tasks of interest; responds to adult encouragement <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."</p> <p><i>Supportive Practice:</i> Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.</p>	<p>Approaches to Learning 1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.</p> <p><i>Supportive Practice:</i> Encourage children's interests by following children's leads as you choose study topics</p>	
2. Shows persistence	<p>2a. Asends to sights and sounds <i>Example:</i> Bangs a plastic bowl and spoon again and again.</p> <p><i>Supportive Practice:</i> Arrange the environment and the daily schedule to encourage infants to explore objects and interact with people for as long as they are interested.</p>	<p>2a. Repeats actions with the goal of achieving a result <i>Example:</i> Puts small blocks in a bucket and dumps them out again and again.</p> <p><i>Supportive Practice:</i> Provide materials that encourage children to practice new skills.</p>	<p>2a. Continues to work on a self-selected task, especially with adult support <i>Example:</i> Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.</p> <p><i>Supportive Practice:</i> Provide challenging but achievable activities and tasks that help children build on existing skills.</p>	<p>2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity <i>Example:</i> Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.</p> <p><i>Supportive Practice:</i> Support children's attempts to complete tasks and activities that they might not be able to do alone by suggesting they ask a classmate for help.</p>	<p>2a. Persists to understand and accomplish a challenging, self-selected activity despite interruptions and distractions <i>Example:</i> Builds an elaborate structure out of a variety of materials, working on it for several days.</p> <p><i>Supportive Practice:</i> Provide opportunities for children to engage in activities for extended periods of time and to return to their projects over the course of several days.</p>	
3. Approaches tasks flexibly	<p>3a. Emerging</p>	<p>3a. Notices how others approach a task and imitates their attempts <i>Example:</i> Watches the teacher play peek-a-boo with an infant and joins the game.</p> <p><i>Supportive Practice:</i> Play different types of music and model a range of ways to move to the beat.</p>	<p>3a. Uses trial-and-error approaches; asks for help <i>Example:</i> Stands on a stool to reach a toy and asks for help when he still cannot reach it.</p> <p><i>Supportive Practice:</i> Talk about alternative solutions for new challenges. For example, suggest, "We don't have any more dolls. Why don't you take care of the baby bunny?"</p>	<p>3a. Finds solutions without having to try every possibility; may change approach <i>Example:</i> Cries out when he cannot carry three balls in his arms.</p> <p><i>Supportive Practice:</i> Model problem solving. For example, when too many children want to be in the playhouse, put a sheet over a table and ask, "Who wants to play in the tent?"</p>	<p>3a. Uses multiple strategies to solve problems and complete tasks <i>Example:</i> Works with a group of classmates to build a model car from cardboard boxes.</p> <p>3b. Initiates cooperative activities with peers <i>Example:</i> Says to two other children, "Let's make a car out of this box."</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> • Discuss the pros and cons of potential solutions, encouraging children to experiment with possibilities until they solve the problem. • Provide sufficient time for cooperative activities and encourage turn taking and sharing as part of cooperative interactions. 	
4. Uses symbols and takes on pretend roles	<p>4a. Emerging</p>	<p>4a. Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play <i>Example:</i> Pretends to fit toy keys into a cabinet door lock.</p> <p><i>Supportive Practice:</i> Model a new use for a material, like moving a block across the floor and announcing, "Beep beep! Here comes a car!"</p>	<p>4a. Uses props and imitates actions to re-enact familiar events <i>Example:</i> Puts a doll in the dramatic play area, tells it that it's time for "night, night" and puts it in the toy bed.</p> <p><i>Supportive Practice:</i> Encourage children to talk about familiar things, like families, as they explore materials. For example, talk about the different sizes of plastic cows. Ask, "Which cow is the mother? How about the baby? Which is the biggest cow?"</p>	<p>4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based <i>Example:</i> Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat you!"</p> <p><i>Supportive Practice:</i> Provide children with a range of open-ended materials for dramatic play. For example, they might make a sign that means "Doctor's Office" for the dramatic play area.</p>	<p>Symbolic Thinking 4a. Uses objects, materials, actions, and images to represent other objects <i>Example:</i> Uses blocks and animal figurines to create a model zoo.</p> <p>4b. Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles <i>Example:</i> Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are "pet owners."</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Provide materials for children to document their observations as they investigate pine cones during a study of trees. • Encourage children to explore various roles by offering props such as hard hats and child-sized shovels outside. 	

Examples of the Standards

Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
1. Asks and engages with curiosity	1a. Uses all senses to explore <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it. Supportive Practice: Provide safe spaces and materials for infants to explore.	1a. Manipulates objects; observed and explores surroundings by using all senses <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in. Supportive Practice: Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"	1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it. Supportive Practice: Provide a variety of familiar and unfamiliar experiences and objects for children to explore.	1a. Chooses tasks of interest; responds to adult encouragement <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits." Supportive Practice: Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.	Approaches to Learning 1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books. Supportive Practice: Encourage children's interests by following children's leads as you choose study topics	

- What are Domains?
- What are Standards?

What are “Examples” and “Supportive Practices”

- **Examples:** Evidence/actions you might see a child do.
- **Supportive Practices:** What the teacher will do to intentionally support the child's learning.

Examples of the Standards: Infants

Infants

Indicators

1a. Uses all senses to explore.
Example: Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.

Supportive Practice:
Provide safe spaces and materials for infants to explore.

Standard 1: Attends and engages with curiosity

Indicator 1a for Infants (Birth-1yr): *Uses all senses to explore.*

Example: Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth and sucks on it.

Supportive Practice:

Provide safe spaces and materials for infants to explore.

Examples of the Standards: Toddlers

Toddlers

Indicators:

1a. Manipulates objects; observes and explores surroundings by using all senses

Example: Takes all the dolls out of the cradle and attempts to climb in.

Supportive Practice: Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"

Standard 1: Attends and engages with curiosity

Indicator 1a for Toddlers (1-2yrs): *Manipulates objects: observe and explore s surroundings by using all senses*

Example: Takes all the dolls out of the cradle and attempts to climb in.

Supportive Practice: Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"

Examples of the Standards: Twos

Twos

Indicators

1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support.

Example: Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.

Supportive Practice

Provide a variety of familiar and unfamiliar experiences and objects for children to explore.

Standard 1: Attends and engages with curiosity

Indicator 1a for Twos (2-3): Explores new places and materials; chooses a variety of tasks, especially those with adult support.

Example: Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.

Supportive Practice:

Provide a variety of familiar and unfamiliar experiences and objects for children to explore.

Examples of the Standards: Preschool

Preschool

Indicators

1a. Chooses tasks of interest; responds to adult encouragement.
Example: Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."

Supportive Practice: Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.

Standard 1: Attends and engages with curiosity

Indicator 1a for Preschool: Chooses tasks of interest; responds to adult encouragement

Example: Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."

Supportive Practice:

Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.

Examples of the Standards Cont.

Pre-K Exit Expectations

Indicators

Approaches to Learning

1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks

Example: Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.

Supportive Practice:

Encourage children's interests by following children's leads as you choose study topics

Standard 1: Attends and engages with curiosity

Indicator 1a Pre-K Exit: *Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks*

Example:

Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.

Supportive Practice:

Encourage children's interests by following children's leads as you choose study topics

DC ELS Crosswalk

- Created to find what is the same and what is different between the current Early Learning Standards and the Common Core aligned standards
- Shows what should be expected as children learn and grow



A Look at the Crosswalk – Infants (Birth – 1 Year)



Infant-Toddler Early Learning Standards Common Core K-12 Alignment Crosswalk



Early Learning Standard	ELS 'Code'	ELS Indicators	Proposed Common Core Standard	CCSS 'Code'	Proposed Common Core Indicators (Infants/Toddlers/Twos)
3. Exhibits an emerging sense of competence and confidence in growing abilities	SED3.1	Shows beginning awareness of own abilities.	1. Attends and engages with curiosity.	1a.	Uses all senses to explore(Infants) Example: Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it. Supportive Practice: Provide safe spaces and materials for infants to explore.

A Look at the Crosswalk – Toddlers (1 Year – 2 Years)

Early Learning Standard	ELS 'Code'	ELS Indicators	Proposed Common Core Standard	CCSS 'Code'	Proposed Common Core Indicators (Infants/Toddlers/Twos)
3. Exhibits an emerging sense of competence and confidence in growing abilities	SED3.2	Demonstrates confidence in own abilities.	1. Attends and engages with curiosity.	1a.	Manipulates objects; observes and explores surroundings by using all senses (Toddlers) <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in. <i>Supportive Practice:</i> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"

A Look at the Crosswalk – Twos (2 Years – 3 Years)

Early Learning Standard	ELS 'Code'	ELS Indicators	Proposed Common Core Standard	CCSS 'Code'	Proposed Common Core Indicators (Infants/Toddlers/Twos)
3. Exhibits an emerging sense of competence and confidence in growing abilities	SED3.E	Begins to use verbal communication to describe abilities.	1. <u>Attends and engages with curiosity.</u>	1a.	Explores new places and materials; chooses a variety of tasks, especially those with adult support (Twos) <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it. <i>Supportive Practice:</i> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.

A Look at the Crosswalk – Preschool



Pre-Kindergarten Early Learning Standards Common Core K-12 Alignment Crosswalk



Early Learning Standard	ELS 'Code'	ELS Indicators	Proposed Common Core Standard	CCSS 'Code'	Proposed Common Core Indicators
SED.2.2 Children develop increasing capacity for self-control.	SED.2.2.1	Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.	28. Manages own Behavior	28a.	<p>Follows classroom rules and routines (including new ones) with occasional reminders</p> <p><i>Example:</i> Waits at the top of the slide for another child to finish before sliding himself.</p> <p><i>Supportive Practice:</i> Create a simple set of classroom rules with the children. Discuss and apply them consistently. Uses strategies learned from adults to manage feelings; begins to label feelings.</p>

A Look at the Crosswalk – Preschool



Pre-Kindergarten Early Learning Standards Common Core K-12 Alignment Crosswalk



Early Learning Standard	ELS 'Code'	ELS Indicators	Proposed Common Core Standard	CCSS 'Code'	Proposed Common Core Indicators
SED.2.2 Children develop increasing capacity for self-control.	SED.2.2.1	Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.	26. Expresses a variety of feelings and learns to manage them	26a.	<p>Uses strategies learned from adults to manage feelings; begins to label feelings</p> <p><i>Example:</i> Calms himself by walking away from the sand and water area after being told that the area is full. Later returns and explains, "I was mad because it was my turn."</p> <p><i>Supportive Practice:</i> Talk with children about what to do when they want to enter a group or play with a toy being used by another child.</p>

Implementation Strategy



Cycle I: STAKEHOLDER MEETINGS

These initial stakeholder feedback opportunities are targeted to assist OSSE with fully developing the Early Learning rollout and implementation strategy. Local early childhood leaders and practitioners will be invited to provide feedback and input on OSSE's early learning standards rollout and implementation strategy.

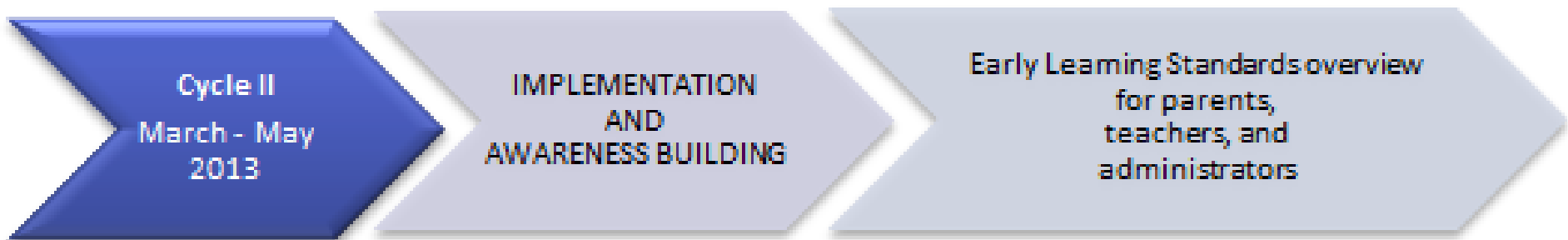
DC Early Learning Stakeholders (DCELS) feedback on OSSE's Early Learning Standards Rollout and implementation Strategy



OSSE Strategic Action:

- Invite DC Public Charter School Board, DC Public Schools, community-based organizations, early childhood practitioners representation to participate in DCELS rollout and implementation feedback meeting in the month of February.
- Through outreach efforts, meet with existing early learning practitioners and experts in sharing and receiving feedback on OSSE early learning standards rollout and implementation strategy
- Utilize the Common Core/ Early Learning Standards crosswalk document to describe and discuss similarities and differences between the current standards and the newly released standards
- Collect feedback from stakeholders in person, via e-mail, and phone, online OSSE website portal
- Utilize feedback to inform improvements to CCSS Aligned DCELS Implementation Strategy

Cycle II



Cycle II
March - May
2013

IMPLEMENTATION
AND
AWARENESS BUILDING

Early Learning Standards overview
for parents,
teachers, and
administrators

Cycle II: IMPLEMENTATION AND AWARENESS BUILDING



These awareness opportunities are targeted to help programs and parents become more familiar with the Early Learning Standards. These trainings will provide an introduction to the Common Core aligned Early Learning Standards.

For Families:

- Develop multiple DCELS content modules and written materials in collaboration with ICF to train parents
- Develop written material for families
- Develop modules into webinars, videos and podcasts to increase access for parents and community members
- Translate standards and informational materials into Spanish, Amharic, Vietnamese, Chinese, Korean, and French
- Begin steps to incorporate awareness module into OSSE Parent Summit Conference on August, 2013 (tentative)

DC Early Learning Standards overview – Cycle II: *OSSE Strategic Action*



For Teachers:

- Develop a survey of professional development needs around practical application of new standards and Common Core to address the various learning needs of early learning professionals
- Develop written DCELS content and multiple, differentiated , DCELS content modules to train teaching staff
- Schedule face-to-face training sessions and post overview modules on OSSE and Learn DC websites
- Build capacity for city-wide training in new DC ELS, by developing and implementing a train-the-trainer model, where key OSSE staff manage and train groups of highly- effective teachers who serve as a cohort of DCELS “Lead Teachers”
- Recruit, train and incentivize “Lead Teacher” volunteers to lead job embedded professional development and participate in Community of Best Practices
- Develop and train centers/schools on family engagement strategies regarding DC ELS

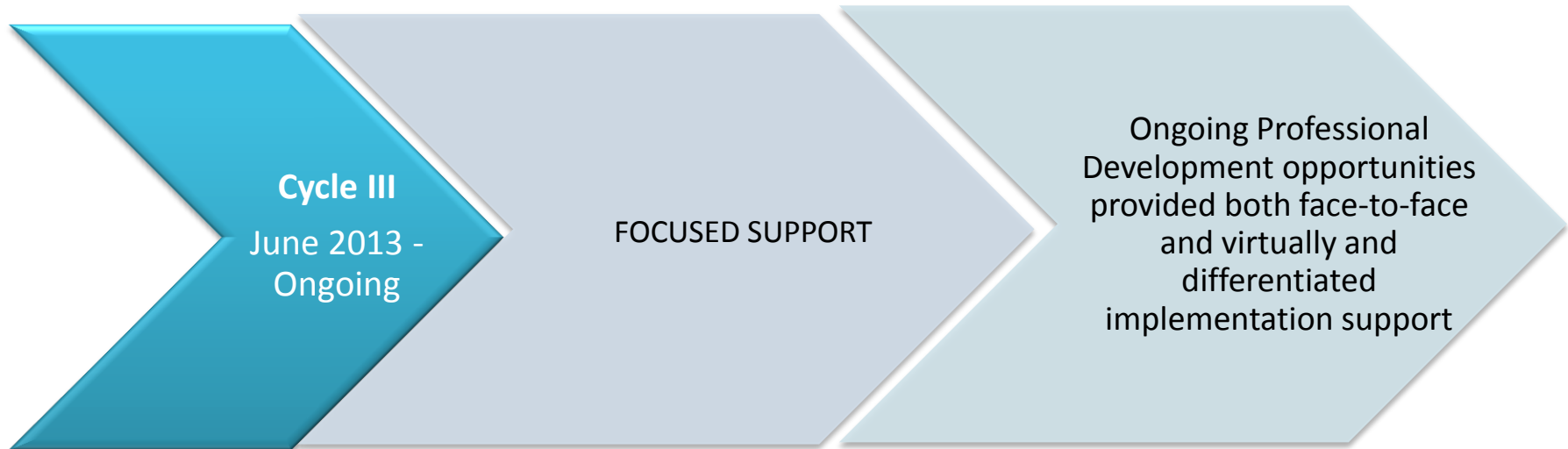
DC Early Learning Standards overview – Cycle II: OSSE Strategic Action



For Administrators:

- Develop a survey of professional development needs around practical application of new standards to address various learning needs of the early learning professionals
- Develop a survey of current implementation of DCEL standards in the center/school
- Schedule face-to-face training sessions and post overview modules on OSSE and Learn DC websites
- Develop DCELS content modules to train program administrators
- Develop and train centers/schools on family engagement strategies regarding DC ELS

Cycle III



This cycle of trainings and support moves beyond awareness and helps programs/staff learn to link the Early Learning Standards to curricula.

Cycle III – Targeted Support



OSSE Strategic Actions:

For Teachers and Administrators:

- Use survey results regarding professional development needs and current implementation to inform PD needs
- Visit Early Learning Centers/Schools to use “real world” observations to inform additional versions of PD modules
- Revise and update CCSS aligned Early Learning Standards PD modules, based on observations/feedback and infuse “real world” scenarios into modules
- Schedule and deliver second round of training for lead teachers while continuing to build on the Early Childhood Community of Best Practices
- Continue to collaborate with ICF and other early learning contractual partners to schedule and deliver targeted and ongoing virtual and face-to-face PD sessions

We Want Your Feedback



- We will email you the feedback document, the one page OSSE's Implementation Strategy, and this Power Point
- Please complete the feedback document and email it to OSSE's Early Learning point of contact: Diane Mason
diane.mason@dc.gov
202-727-8118
- Thank you for your attendance and participation.